



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/IS 113Q ISAAC CHAUNCEY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q113

PRINCIPAL: ALEJANDRO MEGIAS **EMAIL:** AMEGIAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELINE TAUB-CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Alejandro Megias	*Principal or Designee	
Frank Biondo	*UFT Chapter Leader or Designee	
Lisa Comaianni	*PA/PTA President or Designated Co-President	
Lori Cherkes	DC 37 Representative, if applicable	
Kathleen Smith	UFT Member	
Maria Lana	UFT Member	
Joseph Roccaro	UFT Member/	
Michele O'Hanlon	Parent Member/	
Genalin Kalpaxis	Parent Member/	
Vicki Richardson	Parent Member/	
Maria Coleman	Parent Member/	
Teresa Piparo	Parent Member/	
Jomarie Henry	Observer- UFT Member	n/a
Timothee Turner	Observer – Assistant Principal	n/a
Connie Schwartz	Observer-Parent Coordinator	n/a
Betty Ellis/Laurie Martinez	Observer - Security	n/a

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013, the Principal and Assistant Principal will have conducted multiple cycles of formative observations for each teacher using selected components of the research-based Danielson Framework for Teaching rubric to provide meaningful and actionable feedback in order to strengthen teacher effectiveness.

Comprehensive needs assessment

- A review of current data (2011-2012 NYS Exams) indicates that 78% of our students scored at Levels 3 & 4 on the ELA exam and 84% of our students scored at Levels 3 & 4 on the Math Exam. While a review of the 2011-2012 Progress Report indicates an upward trend in student performance, there is a need to accelerate our student progress. We will utilize the Danielson Framework for Teaching to increase teacher effectiveness by providing actionable feedback to enhance teacher practice.

Instructional strategies/activities

School leaders will utilize *TeachBoost* to structure and record observations. The following resources and actions will also facilitate achievement of this goal:

- development of *TeachBoost* observation templates
- instructional support and professional development from CFN 207
- *TeachBoost* feedback, dialogue and suggested resources offered to all staff
- teacher intervisitation program developed and implemented
- teacher video analysis/self-reflection made available and implemented

Strategies to increase parental involvement

Strategies to increase parent involvement include:

- School Leadership Team meetings
- CCLS workshops presented by CFN 207 and school administrators

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- NYSTL software funds for *TeachBoost*
- Support of CFN 207 specialist – TL CFN support
- ARRA RTTT funds to support instructional leads

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, all students will be engaged in a minimum of two literacy performance tasks and two mathematics performance tasks embedded within CCLS-aligned units.

Comprehensive needs assessment

- A review of current data (2011-2012 NYS ELA and Math Exams) indicates that 78% of our students scored at Levels 3 & 4 on the ELA exam and 84% of our students scored at Levels 3 & 4 on the Math Exam and an analysis of the 2011-2012 Progress Report (a score of 26.9 on Student Progress), indicate a need to continue to strengthen student work in ELA and Math through the refinement of existing CCLS units and the development of additional units.

Instructional strategies/activities

Teacher teams will develop, adopt or adapt CCLS aligned units and tasks. The following resources and actions will facilitate the achievement of this goal:

- weekly teacher team meetings (K-5) and (grades 6-8)
- weekly common planning meetings for grades K-5
- support from Instructional Leads
- support from ELA professional developer
- support from Math enrichment specialist
- monthly vertical teacher team (K-5) meetings to connect instructional programs among the grades

Strategies to increase parental involvement

Strategies to increase parent involvement include:

- School Leadership Team meetings
- CCLS workshops presented by CFN 207 and school administrators
- *Study Island* home access for grades 2-8
- *Study Island* parent workshops and training
- Interim (each semester) progress reports for middle school students

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: ARRA RTTT Citywide Instructional Expectations

Service and program coordination

- TL CFN support – CFN 207 CCLS support
- ARRA RTTT funds to support instructional leads
- *Study Island* – NYSTL software
- Complex texts (Ladders) – NYSTL textbooks
- New York Ready CCLS – NYSTL software/textbooks

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, all middle school students will be engaged in at least two social studies performance tasks and two science performance tasks embedded within curriculum units

Comprehensive needs assessment

- A review of data, (2011-2012 NYS ELA exam) indicates a need to improve student performance in the middle school. 67.3% of grade 6 students, 77.5% of grade 7 students and 76.0% of grade 8 students scored at Levels 3 or 4, a decrease in performance from grades 3-5. In order to continue to strengthen student work in the middle school, we identified a need to develop CCLS aligned social studies and science units to be embedded within the middle school instructional plan of the respective core subject area.

Instructional strategies/activities

Teacher teams will develop, adopt or adapt CCLS aligned units and tasks. The following resources and actions will facilitate the achievement of this goal:

- weekly teacher team meetings of social studies and science teachers
- support from instructional leads
- CFN 207 instructional support (Emily Noto, CFN 207 Instructional Specialist)
- Common Core Library
- Common Core aligned tasks
- examination of student work
- teacher team log of activities

Strategies to increase parental involvement

Strategies to increase parent involvement include:

- School Leadership Team meetings
- CCLS workshops presented by CFN 207 and school administrators
- *Study Island* home access for grades 2-8
- *Study Island* parent workshops and training
- Interim(each semester) progress reports for middle school students

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: ARRA RTTT Citywide Instructional Expectations

Service and program coordination

- TL CFN support – CFN 207 CCLS support
- ARRA RTTT funds to support instructional leads
- *Study Island* – NYSTL software
- New York Ready CCLS – NYSTL software/textbooks

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, at least 82% of grades 3 – 8 students will demonstrate proficiency on our NYS ELA CCLS-aligned Benchmark Assessments.

Comprehensive needs assessment

A review of data, (2011-2012 NYS ELA exam) indicates that 78% of our students scored at Levels 3 & 4 on the ELA exam. An analysis of the 2011-2012 Progress Report (a score of 26.9 on Student Progress), indicates a need to track and monitor student progress more closely. Student subgroups to be identified include students performing at the lowest 1/3 level school wide as well as students performing above level.

Instructional strategies/activities

The following resources and actions will facilitate the achievement of this goal:

- NYS CCLS-aligned Benchmark Assessments will be administered at the beginning, middle and end of the school year.
- students performing in the lowest 1/3 school wide in ELA will be eligible for the extended day program.
- *Study Island* online CCLS Assessment preparation will provide interactive, engaging instruction and review.
- implementation of running records in grades K-8
- implementation of Response to Intervention programs
- implementation of ELA CCLS-aligned performance tasks and units.
- Network instructional support

Strategies to increase parental involvement

- School Leadership Team meetings
- CCLS workshops presented by CFN 207 and school administrators
- *Study Island* home access for grades 2-8
- *Study Island* parent workshops and training

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- TL CFN support – CFN 207 CCLS support
- ARRA RTTT funds to support instructional leads
- *Study Island* – NYSTL software
- Complex texts (Ladders) – NYSTL textbooks
- New York Ready CCLS – NYSTL software/textbooks

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<i>Study Island</i>	Individual based on assessment	During the school day/after school
	RTI: <i>Foundations Gr.K-1</i> <i>Wilson Gr.2-5</i>	Small group	During the school day
	<i>NYReady CCLS</i>	Small group	After school
Mathematics	<i>Study Island</i>	Individual based on assessment	During the school day/after school
	<i>NYReady CCLS</i>	Small group	After school
Science	A variety of leveled nonfiction materials in the science content area.	Embedded in increased nonfiction reading in ELA instructional periods.	During the school day.
Social Studies	A variety of leveled nonfiction materials in the social studies content area.	Embedded in increased nonfiction reading in ELA instructional periods.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At- Risk Guidance SETTS Speech	One-to-one Small group	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

According to the most recent data, 100% of teachers at PS/IS 113Q are “highly qualified” (NCLB/SED definition). Over 90% of our highly qualified staff has more than three years experience. PS/IS 113Q is classified as a low need school. Our school consistently meets our city and state goals. We always attract more highly qualified applicants than positions available at our school.

Ongoing and differentiated professional development is available for all staff to meet the needs of individual teachers. We have provided professional development provided by *Study Island* and *Go Math* personnel.

We have provided professional development in-house (turn-key) as well as from our network district affiliations. This professional development has included workshops on Thinking Maps, from Lucy West, Vicki Vinton and Mary Ann Cuchiara.

Our Principal and Assistant Principal are working with the Executive Leadership Institute and Leadership Academy. Many of our teachers are working toward the 175 hour professional development requirement. All of our teachers are constantly striving to improve our effectiveness through shared professional development.

**PS/IS 113Q
78-23 87th Street
Glendale, NY 11385**

Alejandro Megias, Principal

Timothee Turner, Asst. Principal

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities to parents in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the School-Parent Compact is discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompt reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundsen	District 24	Borough Queens	School Number 113
School Name Isaac Chauncey			

B. Language Allocation Policy Team Composition [?](#)

Principal Anthony Pranzo	Assistant Principal Alejandro Megias
Coach Susan Ovidia	Coach
ESL Teacher Benito Maala	Guidance Counselor Laura Boyd
Teacher/Subject Area Maria Sangirardi/Grade 3 Tchr	Parent Roseann Scaturio
Teacher/Subject Area	Parent Coordinator Lynn Pope
Related Service Provider Kimberlee Bauman/Corr. Speech	Other
Network Leader Peggy Miller	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	937	Total Number of ELLs	12	ELLs as share of total student population (%)	1.28%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When a child, new to the NYC school system is enrolled, an HLIS form is given to the parents to determine the language spoken at home. Mr. Benito Maala, a certified ESL teacher assists with the completion of this form and conducts an oral interview with the parents and child in English and in their native language. We contact the Translation and Interpretation Unit to provide translation services for this interview if none are available at the school. If it is determined that the child speaks a little or no English, then he/she is tested with the LAB-R. This is the child's Initial Assessment in the ELL identification process. If a Spanish speaking child fails the LAB-R, the Spanish LAB is administered by a certified teacher trained in the Spanish LAB. This is done to find out the child's language dominance. A child scoring at the Beginning Level, Intermediate Level, or Advanced Level in the LAB-R is qualified as an ELL. The frequency and amount of instructional time a student spends in the program depends on his /her proficiency level and is aligned with the NYS mandated requirement. In the Spring, ELL students take the NYSESLAT to measure their proficiency. A student reaching proficiency level exits the program. However, he/she will be given transitional support for two years following his/her passing of the NYSESLAT. Students who don't show sufficient progress continue in the ESL program. In New York State, ELLs receive state funded ESL/Bilingual services for up to three years or more by completing a Request for Extension of Services.

2. At PS 113Q, we adhere to guidelines to ensure that parents and guardians understand all three programs for ELLs. In September of each school year, parents and guardians of new ELLs are invited to attend an ESL orientation program. At this meeting, parents view a video about the different ELL programs offered by the Department of Education. The different ELL programs are: Transitional Bilingual Education Program, Freestanding ESL Program and Dual Language Program. The video is viewed in the the parents' home language. After viewing the video, we discuss the programs' similarities and differences as well as the manner in which each is conducted. We also discuss our ESL instructional program as well as our instructional programs. We address parents' concerns to clarify issues about the ESL program. Contact with parents and information is provided within ten days of enrollment throughout the year to any newcomers through phone calls and or one-on-one meetings. Parents are informed that continuity in any program choice leads to more success for students.

3. When all parents understand the different components, Program Selection Forms, Parent Surveys and Entitlement Letters are distributed and completed at the Orientation meeting, so parents can choose the appropriate program for their children. Parents who cannot attend the Orientation Meeting receive the forms from their children or by mail. Calls and/or written requests are made to ensure that all forms are returned. Completed entitlement letters, Parent Surveys, and Program Selection Forms are maintained on file by the ESL teacher. Parent choice results are also entered on the ATS system.

4. At PS/IS 113Q, we offer the Freestanding ESL program. All other options are explained to parents, using translators when necessary, to ensure understanding. Our small population of ELL students come from several different native language backgrounds. Consequently, the Freestanding ESL program best suits the needs of our students. Continued entitlement letters are sent home with children or given to parents if they come to a meeting within the first ten days of the school year. These letters are maintained by the ESL teacher.

5. ELL parents have always requested the Freestanding ESL program. In the year 2011-2012, ten parents of our (12) students selected the Freestanding ESL Program. One parent selected the Dual Language Program as a first choice. Another parent selected the Transitional Bilingual Education Program. Each parent was presented with the option of sending his/her child to another school offering

those programs. Each parent chose to keep his/her child at PS/IS 113 to participate in our ESL program. In the year 2010-2011 all parents of our (16)ELL students requested the Freestanding ESL program. In the 2009-2010 school year, all parents of our (21) ELL students requested the same program.

6. Our program is aligned with the choices that our ELL parents made. We will continue to monitor parents' requests and adjust our program if necessary. Should parents choose a different ELL program, we will accommodate them by recommending a school where such a program exists.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	12	Newcomers (ELLs	7
Special Education	3		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8	0	1	3	0	2	1	0		12
Total	8	0	1	3	0	2	1	0	0	12

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	1		1	1	1						7
Chinese	1	1												2
Russian		1												1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish								1						1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	1													1
TOTAL	3	3	1	1	0	1	1	2	0	0	0	0	0	12

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. At PS/IS 113Q, we utilize a pull out program model. Our small population of ELL students is represented in almost every grade and by several different languages. A pull out program best serves our students' needs. The ESL teacher and the classroom teacher work closely to plan curriculum alignment to ensure that all instruction meets the literacy and content area needs of our ELL students.
 - b. For ESL periods, our students are grouped heterogeneously by age/grade for instruction. We group students by different proficiency levels because we believe that children learn from their peers as well as from direct instruction.
2. a. A certified ESL teacher plans schedules with classroom teachers to ensure that students receive the mandated number of instructional minutes according to their proficiency levels. Beginning/Intermediate ELL students receive two periods of ESL instruction four times weekly to meet the requirement of 360 minutes per week. Our Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week.
3. The ESL teacher plans his lessons in the different content areas using English as the medium of instruction. Our students go through a rigorous standards based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials

A. Programming and Scheduling Information

including

the monthly units of Teachers College Reading and Writing Programs, manipulatives for math and science, computers, technology based programs (Rosetta Stone and Starfall) and leveled library books. We are beginning to implement the new Common Core Standards by utilizing more nonfiction text and creating more challenging independent tasks. Classroom teachers differentiate instruction for ELL students. Peer instruction and cooperative learning with other students helps facilitate the adjustment to English. Some content area materials are available in other languages. Where appropriate, ELL students are provided with translated versions of current curriculum materials in order to ease the transition to English (e.g. science curriculum materials are available in Spanish and provided to students when appropriate). The ESL teacher works closely with classroom teachers to integrate content area work with ESL instruction to make it more comprehensible.

4. Spanish speaking children who failed the LAB-R are tested with the Spanish LAB to determine their language dominance. Children who speak other languages bring their knowledge and skills from prior learnings to their ESL classes. Ideas, skills and knowledge are used for evaluation purposes. Native language serves as support for the child in the ESL class. The teacher can involve

a new child in class activities by allowing him to respond through drawing, reading, retelling in the native language.

5. a. N/A
- b. ELLs in the U.S. less than three years are targeted to attend Foundation classes, AIS, and/or the Extended School Day Program.
- c. For ELLs receiving service 4-6 years, classroom teachers and ESL teacher target lessons, skills and strategies to help prepare these students for state tests. In addition, the ESL teacher provides additional language skills practice to foster fluency and comfort in the English language.
- d. The ESL teacher identifies the special needs of these students and provides differentiated skill lessons. This is to bring success and raise the achievement level of these students.

6. Our educational materials correspond to our ELL students' ages and grade levels. Teachers use common planning to discuss content area texts which include just right books in both fiction and non-fiction genres. Teachers discuss skill strategies and best practices for all students including ELLs and SWDs. Some examples would be utilizing small group instruction, one-on-one instruction, and peer group work to enable ELL-SWDs to receive content area instruction that best meets their needs. ELL-SWDs are included in mini lessons to model the skill to demonstrate understanding. Technology based programs including Rosetta Stone, StarFall (gr K-3), LeapFrog, Study Island (gr 4-6) are utilized for direct instruction or supplemental learning. Teachers incorporate accountable talk in their instructional classroom activities. Teacher teams are developing rigorous tasks for more challenging and in depth classroom activities that include ELLs and SWDs.

7. Our school differentiates instruction to reach out to the diverse needs of our students, especially the ELLs and the SWDs. We provide our students with carefully planned next step activities that are rigorous. ELLs, SWDs and other children from mainstream classes are provided AIS help within the regular school day and during two fifty minute classes as part of our Extended School Days.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

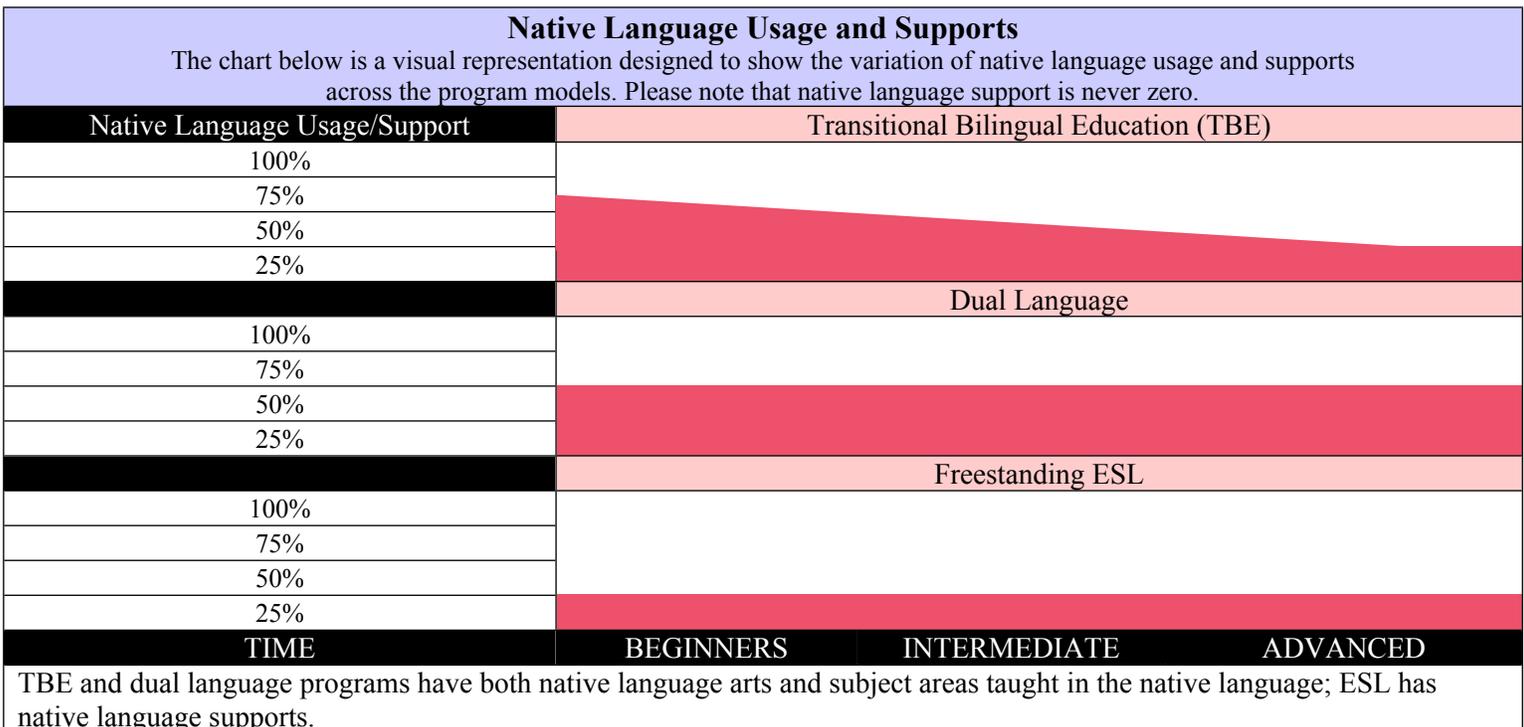
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	i			
Social Studies:				
Math:				

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Targeted intervention services for ELL students include: Extended Day Program; Foundations (K-2); instructional programs such as Rosetta Stone and Starfall; Learning Leaders Program (trained parent volunteers) and technology based instruction. These programs are provided to any ELL student as needed. Need is determined by data from our In-house Assessment exams (ELA, Math, Science, and Social Studies), NYS ELA exams, NYS Math exams, the NYSESLAT, teacher observation and evaluation of student work. Instructions are in English.
9. Transitional support is extended to students for a period of two years after reaching proficiency on the NYSESLAT. These ELL students participate in the After School Extended Day Tutorial Program (gr 1-6) if data and teacher observations justify the need. Grades 7&8 students attend an Early Morning Intervention Program in ELA and Math, as determined by data accessed from NYS exams, In-house Assessments and classwork. Lessons are planned based on the students' current grade level. The ESL teacher is in continuous consultation with the classroom teacher to find out how the children can be better served.
10. All ELL services and programs will continue for the 2011-2012 school year.
11. N/A
12. Based on data, ELL students are placed in the After School Extended Tutorial Day Program (gr 1-6) as needed. Grades 7&8 students are eligible for the Early Morning Intervention Program, as needed. All ELLs are eligible to participate in all other school programs such as After School Sports Program (CHAMPS), Glee Club, Drama/Broadway program, class assembly programs and Kingergarten Monitor Program. Translations of the notifications for these programs is available to any family of an ELL student. The Parent Coordinator reaches out to all families, including families of ELL students. Supplemental services, including guidance, speech, OT and PT, are available to all students where needed. The Drama/Broadway program is funded by a CASA grant. The goal of this program is to enable all students to develop an appreciation of theater and to express themselves through drama. Sports program foster good sportsmanship, teamwork and improve fitness. ELL students are encouraged to participate in these activities.
13. Instructional materials used to support ELLs include: Rosetta Stone, Leap Frog, StarFall, Study Island (all computer based programs) as well as literature books, tapes/records, picture cards and read alouds. Content area materials are provided in English. Where available and appropriate, translated versions of curriculum materials are offered to students.
14. Native language support is provided in our program. Children read books, magazines, newspapers and comics in their native language. They retell the stories that they read in English. They translate words, phrases, sentences, and even stories from many genres from their native language into English. Bilingual dictionaries are available to assist students as well as native language library books.
15. Our educational materials correspond to our ELL students' ages and grade levels. Required services and support are tailored to an ELL student's age and grade level. The guidance counselor services small groups according to their age and grade. OT and PT services are provided one-to-one or in small groups by age or by grade level. Speech services are provided according to need within appropriate age and grade level.
16. We provide an Orientation Meeting for our newly enrolled ELLs and their parents. At this meeting, parents are given the school handbook, which is available in several languages, including Spanish, Russian and Chinese. This handbook informs them about school policies. Additional translation services are available if needed.
17. Children in Grade 6 and Grade 7 attend Spanish classes while Grade 8 classes attend Italian.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development takes place throughout the year and during the following times: November (Election Day PD) and June (PD Day). All staff, including assistant principals, teachers and paraprofessionals, participate in the professional development. Workshops include topics specifically relevant to the ELL student as well as content specific topics such as Go Math (new math program), Study Island (technology based program), implementing the new common core math standards and the new common core ELA standards. Each topic includes best practice strategies for teaching the ELL student. Additionally, professional development will be offered to meet the individual needs of our staff as part of our ongoing customized PD program. When a new ELL student enrolls at PS/IS113Q, teachers can receive resources, learning strategies and instructional guidelines to enhance the education of that student. We achieve this by collaborating with the ELL teacher, professional developer, other staff members and administration in a thorough and timely manner.

2. Since we are now a PS/IS school with 6th, 7th and 8th graders, we will ensure that all of our students will continue to receive the same services and support as always. We are preparing our current 8th grade students, including ELLs, for the transition to high school through meetings, workshops, fairs and other school events. The guidance counselor works closely with students on the high school application process. The parent coordinator reaches out to inform parents of fairs and events. The administration of PS/IS 113Q has consistently supported its staff by providing whatever resources are needed to accomplish its goals.

3. All staff are able to avail themselves of all professional development opportunities. This exceeds the requirement of 7.5 to 10 hours as mandated per Jose P. Topics can include: How Can I Get to Know My English Language Learners, How Do Cultural Differences Affect Teaching and Learning? How Can I Ease Newcomers Into the Routines of My Classroom? What Do You Know When You Know a Language? Learning a Second Language in School, The ELL and the New Common Core Standards. Attendance sheets and agendas are maintained to serve as a record of professional development.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are an integral part of our PS/IS113Q community. We have an active and involved PTA. ELL parents are encouraged to attend PTA meetings, volunteer for school functions and participate in school trips. Adult ESL classes are held once a week during the spring term. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent events.

2. N/A

3. We evaluate the needs of our parents through attendance at meetings, opinion surveys and questionnaires. The parent coordinator is always available to meet with parents to answer questions and determine their needs in a useful, thorough and timely manner.

4. Correspondence for parents is provided in different languages. The parent coordinator works closely with the ESL parents and teachers of ELL students to ensure that their concerns are heard and their needs met. ELL parents are provided with translated meeting agendas and handouts. Translation services are available during parent teacher conferences.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2						1						7
Intermediate(I)						1								1
Advanced (A)		1	1		1		1							4
Total	4	3	1	0	1	1	1	1	0	0	0	0	0	12

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I	1	1					1						
	A		1					1						
	P		3	1	1	4	3		1					
READING/ WRITING	B	1	1											
	I													
	A		1			1		1						
	P		3	1	1	3	3	1	1					

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	2	2			4
5	1	2	1		4
6		1			1
7		1			1
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4			2		2				4
5			1		3				4
6	1				1				2
7			1						1
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1		1		3
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the ECLAS-2, TCRWP, and E-PAL to assess the early literacy skills of our ELLs. The results tell us that children who have early English Language experience are more likely to pass the ECLAS-2. This information helps the teacher plan effective differentiated instruction.
2. Children who are not exposed to the English Language usually score at the Beginning Level of the LAB-R. For Kindergarten and Grade 1, the Reading part on both LAB-R and the NYSESLAT are more difficult than the Listening and the Speaking parts. For Grades 2 and up reading and writing have always been more difficult for children to pass.
3. The patterns across modalities are very effective at pointing out the ELL students' strengths and weaknesses. Patterns can be analyzed to help the teacher plan for more effective instruction.
- 4.a. Students who have a limited experience with the English Language find it very hard to pass the LAB-R. The longer they stay in the program, however, the more exposure to English they have in class. As a result, there is a marked improvement in their performance. Reading and Writing continue to be more difficult parts of the test. ELLs perform better in their native language than in English.
 - b. The school leadership team and the teachers may examine the results of the ELL Periodic Assessment to see how students fared. They use data to identify ELLs strengths and weaknesses. They can then refocus their attention toward helping the ELLs more effectively.
 - c. An examination of the LAB-R and NYSESLAT results from recent years revealed ELLs strengths and weaknesses in specific modalities. Data indicate that listening and speaking are the easiest for these students. The same results revealed that reading and writing are the most difficult for everyone, including some of the ELLs at the more advanced levels.
5. N/A
6. Parents continue to request ESL classes for their children. ELLs are receiving the help they need to be successful as indicated by assessment data.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

PS/IS 113Q is a school with very small ELL population. All students are given the individual instruction they need to succeed. Activities are varied and engaging.

Part VI: LAP Assurances

School Name: <u>PS/IS 113 Isaac Chauncey Schl</u>		School DBN: <u>24Q113</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony J. Pranzo	Principal		
Alejandro Megias	Assistant Principal		
Lynn Pope	Parent Coordinator		
Benito Maala	ESL Teacher		
Roseann Scaturro	Parent		
Maria Sangirardi	Teacher/Subject Area		

School Name: PS/IS 113 Isaac Chauncey Schl

School DBN: 24Q113

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
Susan Ovadia	Coach		
	Coach		
Laura Boyd	Guidance Counselor		
Peggy Miller	Network Leader		
Kimberlee Bauman	Other <u>Related Svces Prov.</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q113 **School Name:** PS/IS 113Q Isaac Chauncey School

Cluster: 2 **Network:** 207

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents are asked to fill out an HLIS survey form when they come in to register their children for the first time. This provides important information as to languages spoken at home. by parents and guardians. In addition, surveys are sent home to all families each September to enable us to collect information and assess our needs in planning for the upcoming school year. On these surveys, we request information about native languages as well as solicit comments from parents to help us in setting our goals and plans. The Parent Coordinator reaches out to families to inform them of translation services available.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

After all the information is reviewed, our school's needs and priorities are assembled. We have determined that we need to continue to provide written and oral translation services to parents to enable them to participate fully in their children's education. Translations are needed in the following languages: Spanish, Polish, and limited Chinese, Romanian, Russian and Albanian. Important information is shared in several ways. Notices are sent home in different languages, as families request. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

PS/IS 113 will translate our Student Handbook into Spanish, Chinese and Russian. Translation services will be provided by the Department of Education Translation Services. Translated documents and notices provided by the Department of Education will be utilized when appropriate for our needs. Other documents will be translated by school and staff and /or parent volunteers on an "as needed basis".

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We have determined that we need to provide oral interpretation services to parents to enable them to participate fully in their children's education. Oral interpretations are needed mainly in the following languages: Spanish, Polish, and limited Romanian, Albanian, Russian and Chinese. Our parent coordinator is there to promote the availability of these services and to assist in obtaining them. Services are provided by our in-house staff of administrators, teachers, paraprofessionals and school aides who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops, one-on-one meetings and as needed. Utilizing per session hours when needed after or before the school day, a school aide or paraprofessional will be available to provide oral translation of conversations and /or documents. Translators will be available during Parent-Teacher Conferences to assist as needed. Teachers are informed and utilize these services. Additionally, school staff and parent volunteers will provide oral interpretation on an "as needed basis."

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

In accordance with the Chancellor's Regulations regarding parental notification, we strive to provide these services to our school family. In September, we distribute a Student Handbook which is available in several languages in addition to English including Spanish, Chinese, and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors. Translations are available. All important school documents including the CEP and School Safety Plan are shared with the School Leadership Team and the school community. Translation services are available, when necessary, to ensure that critical information is disseminated to all parents. We utilize the DOE translation services, where applicable, as well as our in-house staff. We will continue to adhere to all of the policies of the Chancellor's Regulations.